

# Leading countries of Europe

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## **Introduction**

The present qualification paper deals with the study of the Structure of the E – book on the topic “Leading countries of Europe France, Germany, England” which presents a certain interest both the theoretical investigation and for the practical language use. The president of the republic of Uzbekistan. Islam Abduganievich Karimov speaking about the future of Uzbekistan underlines that “Harmonious generation is the future guarantee of prosperity”.<sup>1</sup>

It is our task to prepare and teach professionally competent and energetic personnel, real patriots to see them in the world depository of science and culture. In this plan the national program about training personal was worked out on the formation of new generation of specialist. “With the high common and professionally culture, creative and social activity, with the ability to orientate in the social and political life independently, capable to raise and solve the problems to the perspective”.

Here the notable place is assigned to the general applied linguistics which carries responsibility for such socially and scientifically important sphere of knowledge as lexicography text logy dictionary methods of language training, translation theory and so on.

**The actuality** of the investigation is explained on one hand by the profound interest to function of Structure of the E – book on the topic “Leading countries of Europe, France, Germany, England” in the literary text and speech and other hand by the absence of widely approved analysis on the topic from the new methods of teaching structural and translation points of view.

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<sup>1</sup> Kadrlar tayyorlash milliy dasturi: Toshkent 1997, 35 bet

**The novelty** of the qualification paper is defined by concrete results of the investigation special emphasis is laid on various types of rendering structure, E – text book for teaching “Practical English” the stylistic features, and the translation on the topic “Leading countries of Europe France, Germany, England” from English into Russian and Uzbek.

**The aim of** this Qualification paper is to define the specific features of the topic in literary text and in Speech and their rendering in Russian and Uzbek. The following tasks are put forward according to the general aim of this research:

1. Full information about the topic
2. To reveal specific structural peculiarities of the topic.
3. To study specific peculiarities of the topic.
4. To study aspect peculiarities of the topic.

The methods of investigation used in this research are follows: semantic, stylistic, structural and translation.

**The practical value** of the research is that the material and the results of the given Qualification Paper can serve as the, material for theoretical courses of lexicology, country study, geographical aspects, translation, comparative typology and grammar as well as can be used for practical lessons in translation home reading, conversational practice and currents events.

**The object of** this research is to study the features and objective peculiarities of E - textbook structure of noun phrases.

**The material includes:**

1. different types of dictionaries;
2. scientific literature on translation of the topic;

3. the practical books of English, American and Russian authors.
4. The information from internet resources

**The theoretical importance** of the Qualification Paper is determined by the necessity of detailed and comprehensive analysis of the topic which forms a big layer of the vocabulary and is very often used in literature fulfilling various stylistic or pragmatic functions, pictures, information, jokes puzzle corner pre-reading vocabularies and discussion questions.

**The structure of work** – the given Qualification Paper consists of introduction, three chapters and a conclusion which are followed by the lists of literature used in the course of the research.

Introduction tells about the aim of the research, methods used in the course of it, explains its actuality novelty, object, practical and scientific value.

The first chapter deals with the review the structure of E – textbook general information the objectives of the E - textbook

In the second chapter analysis of the contexts with the topic and internet information in English and Russian are presented.

Conclusion presents the result of investigations produced in the Qualification Paper. The list of used literature names all the books and internet recourses used in the course of this research.

# **Chapter I Problems of working out the E – text book for teaching “Practical English”**

## **1.1 The main role of E – textbook in modern English**

You could use the E-Book to remind readers about your business or products.

You could even include advertising within your free E-Book.

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The other business benefits, because their readers/customers get something free.

You benefit, because your E-Book presumably tells these new readers about your business.

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## **1.2 Some information about the compiling E – textbook**

Libraries are nowadays changing from being merely warehouses to becoming information portals with the use of e-books (Connaway, 2003). E-books offer many advantages to users. They are easy to access and provide hyper connection among other books. What is more, e-books are less likely to be lost, stolen, or damaged. Nonetheless, libraries must develop policies, procedures, and technologies to deal with e-books and manage this electronic challenge successfully.

Electronic literature can be of great help to the process of teaching and learning. When students register courses at the university, they are required to purchase many books that are discarded at the end of the term. This waste of resources could be minimized by using e-books. In a research study conducted over one semester with 24 college students, Simon (2001) analyzes the effects of replacing standard textbooks with e-books. To do this, the course reading material was converted into digital format. This study found that most students liked the special features included in e-books, such as using glossaries, bookmarking, highlighting, and annotating. Besides, most students in this study said that for e-books to be useful tools, they must have the easy-to-use features of the printed book.

In spite of the obvious advantages of e-books, electronic books still present some weaknesses that deter people from using them. Mooney (2001) refers to the

term “interoperability” to highlight the current problems present in e-books. Interoperability basically means compatibility. Many software companies have developed their own e-book technologies which are not compatible among themselves in most cases (Wilson, 2003). Therefore, part of the future success of e-books lies in standardizing their formats to allow full access by users. Some e-books are provided freely by organizations or individual persons. Berglund, Morrison, Wilson, and Wynne (2004) inspected hundreds of free e-books on the Internet in order to assess their advantages and shortcomings. They found out that many free e-book resources are run by amateurs and not by academic institutions. Consequently, the quality of e-books depends, in most cases, on who administers the web sites which store them. The main problem with those e-books is their many different formats and lack of update owing to copyright restrictions. Only books that are no longer copyrighted can be digitalized and distributed freely. For copyrighted e-books, price constitutes an issue for users. Jatz (2002) asserts that most e-books have the same price as paper books. Thus, this fact discourage people from buying e-books because they do not find that convenient. Jatz also refers to different models to implement the e-book technology in libraries. For instance, libraries and net publishers could work together to provide students with access to e-books. Jazz exemplifies this with the physical library metaphor. Only one copy of a book could be accessed at a time. This will, of course, depend on how many e-books or electronic licenses are purchased by a library. In addition, course materials could be offered as e-books, and students could download them from their university library web sites.

This review examines the literature to establish a definition of electronic books and discovers this is currently related more to hardware and software (viewing technology) than content. It also reports the potential advantages and disadvantages of this format compared to print. It outlines what is currently known about the use of different types of electronic books by users, examining who the most likely users are, detailing what studies reveal about the use and usability of

electronic books and the features users want; as well as what factors are inhibiting their use. Additionally the review details what is known about the opportunities and issues arising from the inclusion of electronic books in library collections? It addresses questions regarding the existing models for the use of e-books in libraries, what studies reveal about the realities of their use and what strategies and policies need to be adopted by libraries for their implementation. Finally it examines the degree of take-up of e-books by individuals and libraries and what trends and predictions for the future are emerging with respect to viewing technology, content and role in libraries.

Hawkins (2000) notes that, despite advances in production and delivery of electronic information, the printed book publishing industry continues to thrive. People read books actively or passively, focussing on one or multiple texts, for a variety of reasons (Schilit 1999). Printed books are a long-lasting cultural icon because they are easy to use, generally portable and resistant to damage. Furthermore, paper and ink have "excellent characteristics for storing and conveying information" (Hawkins 2000) and are readable in a variety of conditions (Darnton 1999). Despite these attractive qualities, printed books have drawbacks - namely, they are costly to produce, store, distribute and update and are difficult to search (Hawkins 2000). With the convergence of computer and telecommunications technology, and the development of global networks, there has been a recent trend in the book industry towards the development of electronic books. These are cheap to manufacture and easy to store, distribute, update and search (Cline 2000; Hawkins 2000). Also, in the library environment, they make economic sense as printing costs have pushed the prices of books and journals beyond acquisitions budgets (Darnton 1999; Lonsdale & Armstrong 2000).

Definitions of e-books differ. Hawkins (2000) states that "an e-book is the contents of a book made available in an electronic form." Lynch (1999) notes how imprecise terminology results in confusion and, both he and Terry (1999), stress the need to distinguish between a digital book (the content) and the viewing

technology (hardware and software). Hawkins (2000) outlines three true electronic publishing implementations of the e-book format to which can be added the dimension of proprietary and non-proprietary technology (Crawford 2000). These are tabulated in Table 1 (see appendix I), with examples drawn from the literature.

Morgan (1999) limits the definition of e-books, as opposed to e-texts, to being a hardware/software combination used to read electronic data on a specially designed portable device (i.e. b in Table 1). According to Lynch (1999) and Terry (1999) this would simply be one type of viewing technology - with desktop PCs, notebooks and personal digital assistants (PDAs) being others. Balas (2000) focuses on the software needed to read the book, pointing out that e-texts can be read on any computer system whereas e-books require special reader software. In general, implementations a and c (in Table 1) both result in users reading the electronic book on a desktop or portable computer screen or, if the option exists, printing it out onto paper. However, a move towards more flexible "hybrid" systems is evident with proprietary and general purpose software readers enabling the transformation of a portable computer into an e-book reading device (Burk 2000; Lynch 1999; net Library 2000-2001; Terry 1999).

Overall, in discussing a definition of e-books it is apparent that both hardware and software issues of both a proprietary and non-proprietary nature feature more prominently than a definition in terms of content. In general, as Aridity (2000) notes, publishers have been digitizing books for reading on screens for more than a decade, though hand held devices for reading e-books are a recent phenomenon. Both modes of use will be considered in this review.

The main disadvantages for downloadable e-books to standard hardware and those remaining on the provider's web site include reading from PC screens; unattractive formats; and download times dependent on the speed of data lines (Hawkins 2000). Landon, Wilson and Gibb (2000) and Lynch (1999) add other technological issues such as the dependency on access to unstable

telecommunications networks. With books remaining on a subscription Company's web site, is the added disadvantage of restricted printing and copying limiting portability (Kirkpatrick 2000).

On the other hand, an e-book is an "integration of the classical print structure with an electronic environment giving additional value added features that paper cannot provide" (Landoni, Wilson & Gibb 2000). Some of the advantages are timely and cost efficient distribution; the ability to search and interact with the text easily; and widespread accessibility through the Internet (Lynch 1999; O'Leary 1999; Schilit 1999). With a desktop PC, the e-book is not as portable as its print counterpart, but with technological developments resulting in increasingly lightweight computers this is changing. Schilit (1999) cogently outlines benefits that dedicated hand held devices introduce to reading. In addition to those already mentioned, these include: mobile access to large amounts of information; organizing e.g. by annotating; filtering by generating personalised queries; and support for different modes of reading. Some of these advantages can be obtained, when using e-books with other types of hardware, through the use of special reader software.

Even with these potentially attractive functions, the quality of the display, and hence legibility of the content, in both dedicated-device dependent and independent cases is a critical issue (Chaiken et al 1998; Darnton 1999; Hawkins 2000; Kristl 2000; Landoni & Gibb 2000; Lynch 1999; Terry 1999). Ardito (2000) notes that "displays are improving, but the development of a device that delivers the brightness and resolution of a printed page may be a long time coming." However, Chaiken et al (1998) found that readers were satisfied with the quality of the display of their prototype appliance. These authors consider that the price of suitable high-resolution displays will determine the economic viability of the device. They also note other factors needed to make reading appliances successful including: the weight, orientation and packaging; well-designed user interfaces; and support for both passive and active reading. Landon, Wilson and Gibb (2000),

studying computer screen-based electronic books, were in agreement with the issue of costs to the user being a limiting factor. They also stress that "the quality aspect is crucial because of cognitive issues related to the ability of the reader to use, appreciate and prefer books in electronic format to paper ones."

Overall, there are differing opinions as to the degree reading devices and computer screen-based electronic books stack up against their print counterparts. Hawkins (2000) indicates that current e-book readers are generally lightweight, convenient to carry and easy to use, whereas Ardito (2000) includes the size and weight of portable reading devices amongst the disadvantages. Sottong (1999) outlines technical specifications and comparisons with printed paper indicating that current technology is incapable of producing readable, cheap electronic books. User studies are needed to resolve these issues.

Landon, Wilson and Gibb (Landon & Gibb 2000; Landon, Wilson & Gibb 2000) investigate the link between paper books and their electronic computer screen-based counterparts in depth. Their work is one of the few studies of electronic books from a content/cultural metaphor perspective that considers the affective/cognitive impact on users rather than considering just viewing technology, which (as outlined in section I.II), is the main focus of definition.

The first study, the visual book evaluation tested the hypothesis that appearance is an important factor in the effective presentation of information on a screen (Landon & Gibb 2000). The results of the experiments suggest that the book metaphor plays an important role in the definition of guidelines for the design of an electronic book. It has to be consistent with, and work according to, the book metaphor. Therefore, when publishing e-books, they propose that the page metaphor should be respected; the logical structure maintained; and titles, pagination, and typographical aspects should be designed carefully to enhance text readability.

These principles are applied in designing and testing a web-based e-book (Landoni, Wilson & Gibb 2000). A control version of an electronic text was reworked to make it more readily scannable. Data was gathered to test the hypotheses that users of the scannable version would make fewer errors on tasks, report higher subjective satisfaction and that this version would have a higher usability score. They state that all three hypotheses were supported based on the results obtained. However, generalisations made by the authors from such studies using small non-random samples and highly specific text types need to be treated with caution. A preliminary review of the available literature reveals much recent hype, activity and comment but still little research, especially in the area of electronic books as opposed to journals (Lonsdale & Armstrong 2000). College students have been identified as an ideal starting point for studies (Landoni, Wilson & Gibb 2000; Wearden 1998) for a number of reasons. These include the amount they spend on textbooks; their need for rapid access to large amounts of information; and their level of computer literacy. Portable e-book readers, in particular, offer other features valuable to them; such as portability of a large amount of information and a lightweight, easy to use design (Simon 2001; Tennant 2000). There have also been pilot studies in the use of device independent web-based e-books (Messing 1995; Summerfield & Mandel 1999).

An early study (Messing 1995) reports on the use of web-based e-books as teaching materials in distance education courses. He stresses the importance of looking at the use of these materials from the client's perspective; and comments on the difficulties in measuring how, and determining why, students use such systems. Hence, to obtain a complete picture it is necessary to employ a variety of strategies. In this investigation electronic log files of all user interactions were created for analysis along with manual ones kept by students. Additionally, students were surveyed, focus groups conducted and a sample was interviewed in depth over the phone. Thus, this study exhibited good use of triangulation methods (Williamson 2000, pp.36-37) to improve reliability and validity.

The results indicated reactions of students to use of electronic books did not conform to theoretical predictions. Regarding the critical issue of readability from computer screens, the studies indicated this to be determined by personal preference. Some students had a clear preference for reading from paper and printed out most of the material (Messing 1995). Surprisingly, the single biggest drawback that students reported was inconvenience of access compared to having a printed copy of the book. This may be because in 1995 even a portable computer wasn't as portable as a book. Also, whilst students commented favourably on the flexibility and interactivity of the electronic materials, the study revealed that these capabilities were not used to their full potential. Hence, training students in the skills required to maximise the potential of this new genre of learning resource is crucial (Messing 1995).

Using a similar mode of access, and also offering users the option to print out the content, Columbia University ran an Online Books Project from 1995 -1999 (Summerfield & Mandel 1999). One of the purposes of the project was to analyse the user community's adoption of, and reaction to, various on-line books and delivery system features. The results of analysis of data relating to usage (based on hit rates) indicated that "students with a reading assignment that was in the online collection, were looking at the electronic books in some depth" (Summerfield & Mandel 1999, p.292). The authors suggest that this implied they found some value in this means of access, although they acknowledge the limitations of using hit rates as a measure. They hope that future analysis of log-file data linking user and usage information will reveal valuable insights into user behaviour by department, position and age. Mercer (2000), though mostly studying electronic journal use, also stresses the value of analysing log files and obtaining customised reports on usage by individuals and departments. This information is valuable in identifying user groups requiring training, an issue identified by Messing (1995).

Summerfield and Mandel (1999) also compared the use of a particular book that was in both print and online format. The results suggest only a minority used the

online version. For a class with an assigned reader available in both formats, the majority of students surveyed used their own print copy. Although less conclusive, a survey of the same classes for preferred method of reading produced the same results i.e. that print was preferred. As with Messing's study, these researchers found that willingness to read on-line for extended periods varied from person to person, and they suggest that when their project ended it was still not widespread.

Investigating the features users valued with the online version of a book revealed similar findings to Messing (1995). Immediate access to the text; ease of browsing, navigating and searching; and the ability to manipulate the text were all regarded favourably. The investigations also present data indicating that electronic versions of reference books were particularly well used and received (Summerfield & Mandel 1999).

Overall both Messing's and Summerfield & Mandel's studies highlight the need for further research in how students and faculty use, and benefit from access to, electronic books. They also reveal the need to develop reliable measures, and to encourage higher response rates to surveys, to ensure validity of research findings.

### **1.3 E – Textbook in distance education**

Modern distance education initially relied on the development of postal services in the 19th century and has been practised at least since Isaac Pitman taught shorthand in Great Britain via correspondence in the 1840s.<sup>[5]</sup> The University of London claims to be the first university to offer distance learning degrees, establishing its External Programme in 1858. This program is now known as the University of London International Programmes and includes Postgraduate, Undergraduate and Diploma degrees created by colleges such as the London School of Economics, Royal Holloway and Goldsmiths.<sup>[6]</sup> In the United States William Rainey Harper, first president of the University of

Chicago developed the concept of extended education, whereby the research university had satellite colleges of education in the wider community, and in 1892 he also encouraged the concept of correspondence school courses to further promote education, an idea that was put into practice by Columbia University.<sup>[7]</sup> In Australia, the University of Queensland established its Department of Correspondence Studies in 1911.<sup>[8]</sup>

More recently, Charles Wedemeyer of the University of Wisconsin–Madison is considered significant in promoting methods other than the postal service to deliver distance education in America. From 1964 to 1968, the Carnegie Foundation funded Wedemeyer's Articulated Instructional Media Project (AIM) which brought in a variety of communications technologies aimed at providing learning to an off-campus population. According to Moore's recounting, AIM impressed the UK which imported these ideas when establishing in 1969 The Open University, which initially relied on radio and television broadcasts for much of its delivery.<sup>[9]</sup> Athabasca University, Canada's Open University, was created in 1970 and followed a similar, though independently developed, pattern.<sup>[10]</sup> Germany's FernUniversität in Hagen followed in 1974<sup>[11]</sup> and there are now many similar institutions around the world, often with the name Open University (in English or in the local language). All "open universities" use distance education technologies as delivery methodologies and some have grown to become 'mega-universities',<sup>[12]</sup> a term coined to denote institutions with more than 100,000 students.

The development of computers and the internet have made distance learning distribution easier and faster and have given rise to the 'virtual university, the entire educational offerings of which are conducted online.'<sup>[13]</sup> In 1996 Jones International University was launched and claims to be the first fully online university accredited by a regional accrediting association in the US.<sup>[14]</sup>

In 2006, the Sloan Consortium, a body which arguably has a conflict of interest in the matter, reported that:

More than 96 percent of the very largest institutions (more than 15,000 total enrollments) have some online offerings, which is more than double the rate observed for the smallest institutions.

and that almost 3.2 million US students were taking at least one online course during the fall term of 2005. A study published in 2011 by the U.S. Department of Education found that "From 2000 to 2008, the percentage of undergraduates enrolled in at least one distance education class expanded from 8 percent to 20 percent, and the percentage enrolled in a distance education degree program increased from 2 percent to 4 percent."

Today, there are many private and public, non-profit and for-profit institutions worldwide offering distance education courses from the most basic instruction through to the highest levels of degree and doctoral programs. Levels of accreditation vary: some of the institutions receive little outside oversight, and some may be fraudulent diploma mills, although in many jurisdictions, an institution may not use terms such as "university" without accreditation and authorisation, often overseen by the national government – for example, the Quality Assurance Agency in the UK. In the US, the Distance Education and Training Council(DETC) specializes in the accreditation of distance education institutions.

#### Technologies used in delivery

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The types of available technologies used in distance education are divided into two groups: synchronous learning and asynchronous learning.

Synchronous learning technology is a mode of delivery where all participants are "present" at the same time. It resembles traditional classroom teaching methods despite the participants being located remotely. It requires a timetable to be organized.

The asynchronous learning mode of delivery is where participants access course materials on their own schedule and so is more flexible. Students are not required

to be together at the same time. Mail correspondence, which is the oldest form of distance education, is an asynchronous delivery technology and others include message board forums, e-mail, video and audio recordings, print materials, voicemail and fax.

The two methods can be combined in the delivery of one course. For example, some courses offered by The Open University use periodic sessions of residential or day teaching to supplement the remote teaching. <sup>[citation needed]</sup>

Other technology methods used in the delivery of distance education include online three-dimensional (3D) virtual worlds. A popular 3D virtual world, active worlds, is used for synchronous and asynchronous learning. Active Worlds provides opportunities for students to work collaboratively.

Major benefits of use: an institutional perspective

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Diana G. Oblinger, writing specifically of the US context, has identified four broad reasons why educational institutions might embrace distance learning:

- Expanding access: distance education can assist in meeting the demand for education and training demand from the general populace and businesses, especially because it offers the possibility of a flexibility to accommodate the many time-constraints imposed by personal responsibilities and commitments.
  - Alleviate capacity constraints: being mostly or entirely conducted off-site, the system reduces the demand on institutional infrastructure such as buildings.
  - Making money from emerging markets: she claims an increasing acceptance from the population of the value of lifelong learning, beyond the normal schooling age, and that institutions can benefit financially from this by adopting distance education. She sees sectors of education such as courses for business executives as being "more lucrative than traditional markets".
  - Catalyst for institutional transformation: the competitive modern marketplace demands rapid change and innovation, for which she believes distance education programs can act as a catalyst.

Casey and Lorenzen have identified another financial benefit for the institutions of the US, stating that distance education creates new graduates who might be willing to donate money to the school who would have never have been associated with the school under the traditional system.

## Criticism

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Adult learners utilizing distance education can face obstacles such as domestic distractions and unreliable technology which could make completing a distance education course difficult.

See also

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- [Continuing education](#)
- [Degree completion program](#)
- [Electronic learning](#)
- [Open universities](#)
- [Public, educational, and government access \(PEG\)](#)
- [Sunrise Semester](#)
- [Virtual education](#)
- [Virtual learning environment](#)

Whether you want to improve your programming skills, dance the Argentine Tango, or gain a French vocabulary, there's an online class to help. Here's how to make the most of no-cost learning.

[Read More](#)

Explore No-Cost Classes

- [Free Spanish Classes](#)
- [Free HTML Classes](#)
- [Free Photography Classes](#)

[Now is the Time to Line Up Your Online Teaching Job for Fall](#)

Want to be an online teacher this fall? Now is the time to start looking into openings, sending in your applications, and going through any required teacher training programs. Listings start appearing around this time each year and continue through the summer. The more prepared you are, the more likely you'll be able to catch that dream class when it comes along.

Blackboard has long been criticized for its closed, insular nature. But, they recently announced the creation of Blackboard Education Open Source Services, a group aimed at helping teaching institutions successfully use open products like Moodle.

According to a recent [open letter](#) from Blackboard CEO Michael Chasen:

"...Online learning continues to grow all around the world, applied to increasingly diverse learning challenges every year. As usage deepens, needs not only expand, they also become more specialized. The result for education institutions is the need for increased choice among systems with different strengths and deployment models to best suit their particular situation. We believe that Blackboard Learn is one of the most capable and versatile platforms available today. But we also understand that that no single technology platform provides all the answers for online learning in its varied forms."

While Blackboard's own learning management system will remain closed, their support of open source programs is a step in the right direction.

The job market is particularly competitive these days, even in the technology field. Receiving certification as a Microsoft Office Specialist, a Cisco Certified Network Associate, or a similar specialization can help you stand out from the crowd. [How to Earn Online Computer Certification](#) will walk you through the most in-demand computer certification programs and show you where you can find online training (often, for free).

If you want to become a librarian but don't have the time or ability attend a traditional graduate program, you may be able to earn an online master of library sciences (MLS) degree. Over twenty American Library Association accredited

universities offer MLS degrees completely online. Interested? Here's what you need to know about [online MLS programs](#).

Distance education is an education that aims to deliver education to students who are not physically present. The main advantage of distance education is the students rather than attending courses individually can communicate through internet with the teachers at their own time and can exchange the material over the net.

Distance education is often termed as flexible learning as one can handle other commitments along with their studies. In Distance education, an individual studies without attending the college campus. There is an advantage as an individual can study from home or in a remote area without having to transfer. There are part time and full time courses offered in distance education. One may choose to do the entire course by distance education or choose to do some by distance.

The use of television, radio, and the internet has further encouraged distance education. The consistent usage of both computers as well as internet has further made distance learning distribution fast and easy.

The course of distance learning, or delivering instructional resource-sharing opportunity, to the locations away from the classroom, building or a site, to another classroom, building or a site by using audio, video, computer, multimedia relations, or some amalgamation of these with other conservative delivery methods. As the educational institutions expand their campus the population ages, and as the advance of technology requires a greater need for employee retraining, colleges increasingly have to accommodate to a different type of student in order to stay in front and provide their society.

Distance education is also beneficial for the students of age over 26 years who mostly work full time during the classroom hours. These students require flexible learning schedule. They demand proficient development opportunities and classes to help them keep updated with today's ever-changing work surroundings.

Students come to an institution for various reasons. They could be involved in changing careers or they might simply want to expand their information base for work or personal reasons. The main reason for choosing distance education is that the students want to learn at their own place, time, and speed.

Females especially in India usually prefer distance-learning education as they have time restriction and other rules. Many of them are single parents who want to stay close to home for a various reasons. They might not be able to afford childcare or must care for a restricted relative at home. Distance education is also beneficial for physically handicapped children. Many of the people do not have the time, money, or educational backdrop to come to campus. Distance education can capture an audience that has been virtually unexploited for many years. It makes education available and accessible even to the rural areas of India and is now fast growing.

Any time when you need quality custom essay service help, you can use [Essayservice.net](http://Essayservice.net). This service provides helpful essay writing tips, term paper format guidelines and other brilliant writing hints.

The company is accessible on 24/7 basis, and you can contact the customer support representatives any time you need assistnce with your papers. When you fill out the paper order form, the company will choose the best writer for it considering the defined paper type, topic and area of study. Make sure the paper will be written according to your instructions without plagiarism and mistakes and on the dot.

[Essayservice.net](http://Essayservice.net) keeps in mind its customers' college success. The professional writing team knows and meets the writing quality standards. So when you buy your papers at [Essayservice.net](http://Essayservice.net), you are guaranteed to get only quality papers. Order your papers cheap and safe at [Essayservice.net](http://Essayservice.net). Order the papers deserving good marks!

Would you like to get a law degree online from the your own home comfort? It is not easy, though it is possible. Obtaining a law degree online poses some

unique challenges. No law school online is accredited by the ABA (American Bar Association); though, 49 states need that law school graduate students get a degree that is accredited by this association to pass the bar test necessary to practice law. The USA allows graduates from law schools online to sit for the bar, supposing the examinees meet particular requirements. Thus, you may be capable to grow a practicing lawyer having your online law degree. When you work as a practicing lawyer for several years, you can practice law in several U.S. states. To take the Bar, students should meet some requirements given by the U.S. Committee of Bar Examiners. There are some steps to becoming a lawyer. At first, you should complete a pre-legal education. Many law students have completed their bachelor's degrees. Though, U.S. minimal requirement is that these students complete two years of university-level work with a GPA that is equal to and above required for graduation. Also, you can prove you have intellectual capability equal to college students in their second year by taking subject matter exams with scores that are accepted by the Committee. Then, you need to complete a legal education. Distance learning law students can sit for the U.S. Bar in case they get "directions in law from correspondence law school" needing 864 hours of study and preparation per year and that is recorded with the Committee.

Distance education is a means of providing education through online or correspondence. This makes it possible for any student to get education in distance places. If you choose distance education, the educational materials will be sent to you through different means like tutorials, videos, audiotapes, satellite broadcasts, and through CD's. In general, interactive videoconferencing will help your teacher to send lectures and materials in a virtual classroom. Different services and facilities accessible through the network include accessibility of video materials online, online listing, delivery of course materials, as well as regular communication, with instructors, tutors or fellow students by means of e-mail. Distance education software is used to help reputed educational establishments to begin distance education programs. Actually, interactive videoconferencing is a

very useful software improved, and this has assisted to change the method distance education is sent. The increasing technical software will make it possible for universities and colleges to accommodate distance-learning programs, by blending online-learning software provided various companies. The majority of colleges in the world are getting engaged in making new standards, and numerous corporations, institutions, and other government bodies have begun applying for them.

Such standards are being developed, and this is assumed it could take many years to be carried out. With this software, professors are able to create a database of student attendance record in every course. Professors would need to update individually the lists, no matter when students drop out or join a course, with this advanced software. The curriculum with this software can be organized and reorganized easily, to adopt different styles of learning.

There are various advantageous reasons why people should decide on to study for their bachelor's or associate's degree on the Internet. Choosing online courses at an accredited university is a flexible means to get an education. It is common for students to have full-time jobs to understand they would like to professionally better themselves. Getting an associate degree is a great way to succeed in your current job or move into another area of work. Many people cannot afford to leave their jobs to educate full time, and it is where a distance education makes sense. Online courses and programs can be completed in a chosen time, and thus they allow for convenience and flexibility. Those have elderly parents or kids at home can take advantages of the relief of studying at home. Another benefit is that most online courses are self-pacing that means students have the opportunity to work and finish assignments as fast or as slow as their plan allows. This is great both for those studying for a bachelor's or associate are degree. One more advantage of studying on the web is that these distance learning institutions typically charge much lower rates for tuition. This reason for the cost-benefit is that most of the online institutions work exclusively online, so do not need to pay the high price for buildings, offices, classrooms, etc. Online colleges and universities provide their

own students payment plans in the same way as traditional colleges do. In case you do research, you will locate online colleges whereby payment arrangements will be geared towards the budget easily.

Distance learning promotes the chance to meet the needs and wants of students who are unable to attend classes physically. One of the greatest distance learning advantages is the point of flexibility and time. You are not limited to classroom for a particular amount of hours on a particular day. Courses online provide flexibility as it comes to the lessons' completion. Another advantage of distance learning is the capability to do interactive teamwork.

Students have the chance to communicate with others from various backdrops and to hear from an array of speakers from different parts of the world. Admission to experts and colossal volume of databases on the web is a distance learning advantage. In place of looking for many hours through library stacks and card catalogs, you can use an online search engine in order to find innumerable research databases and experts' articles within seconds. Instructor communication is a supplementary distance learning advantage. With the development of internet and e-mail chat rooms, instructor-student conversation can be strengthened and maintained. This encourages a better academic experience for distance learning students.

Have you ever had to tour to campus in order to drop off homework task at three o'clock in the morning? The usage of email may permit you to deliver your homework task at any time to your professor – convenient and safe.

Nowadays one of the popular ways to get education is online education or distance education. In fact, this way of education originates in 18th century. Of course, at those times, people didn't have the Internet, but the post service began to develop. And first times of distance education were carried out through correspondence. Teachers composed programs for people and sent these programs through post service. In such a way, distance education began to develop. Today the level of development of higher education is much higher than a couple

of centuries ago and such invention as the Internet permits many people get that educating which they want but can't do it in a traditional way. As for reasons of choosing distance education, they can be really very different. Some people can't study in traditional way because of health problems. Other people are too busy with work or family and can't afford such thing as visiting classes at college or university.

In order to help these people to get necessary education, a lot of colleges and universities design online educational programs which lead to the receiving all possible degrees including master degrees and PhD degrees. And if you complete educational program of accredited college or university, your degree will be equal to the degree received in traditional way.

#### Various Courses of Distance Education

1. Correspondence courses, which are conducted via mail.
2. Internet courses conducted synchronously or asynchronously
3. Broadcast courses or telecourses, in which the content is delivered through radio or television.
4. CD-ROM courses, in which students interact with computer content, held on a CD-ROM.
5. Mobile Learning or Pocket PC courses where students access course content via a wireless server or held on a mobile device.
6. Integrated distance learning courses, the live integration, in-group teaching or interaction with a distance education curriculum.

Distance learning has crossed four to five levels of technology. They are print, audio and video broadcasting, audio and video teleconferencing, computer helped instruction, online learning or e-learning, computer broadcasting or webcasting, and others. Up till now, the radio is still a very practical form, in the developing nations in particular, thanks to its reach. For instance, in India, the FM Channel is extremely popular and is utilized by various universities to broadcast

programs of diversity on such areas as rural development, teacher education, programs in, creative writing, science education, mass communication, besides traditional courses in science, liberal arts, and business administration.

The growing recognition of mp3 players, Smart Phone, and PDAs has supported an extra medium for the distance education content's distribution, and some professors allow their students to listen to or watch video of such courses as a Podcast.

## **Conclusion**

Conclusion presents the result of the investigation produced in the qualification paper. As our president I.A.Karimov said “Continuous education is the main basis system in personal training, the priority, providing, the social economic development of the Republic of Uzbekistan. Continuous education satisfies the economic, social, scientific technical and cultural Requirements of personality, society and state”.

We must follow his suggestion and bring in our contribution to the development in educational process this qualification paper this deal with the study of the structure E – textbook on the topic “Leading countries of Europe, France, Germany, England” which presents a certain interest both for theoretical investigation and for the practical language use.

In my graduation paper I have tried to depict and analyses of the with a helping of E – textbook on the topic

In conclusion, I want to say that the topic with all information concerned only with vocabulary, translation, dictionaries exist and functions at present time main part of E – textbook on the topic.

Anyone can their own ideas, thoughts. This is particularly helpful if you can a teacher wanting your student to think outside the box or a parent want your child to learn new facts in a fun and interesting way. There are such rules that apply when making your own ideas. Pick something you want to talk about but try to keep it in short if you can as many sentences don't lend themselves to long answers.

The aim of this paper is to outline and discuss what do the structure of E – textbooks in modern methods are the attractions and problems may occur with such approach in analyzing words or concepts.

This review reveals some important findings from preliminary user studies with both web-based e-books, viewed on standard hardware and software, and with those read on dedicated reading appliances with software aimed at improving readability. A key finding for books viewed with the former is that personal preference and length affects the extent to which users are unsatisfied with the screen readability, and are thus likely to print out an electronic text. Where printing is an option, the extent of conversion to paper format is quite high, and there is still a preference for print books for texts requiring active reading. Features users value with online electronic books include immediate access to the text; ease of browsing, navigating and searching; and the ability to manipulate the text. For books read using dedicated devices, the literature indicates that users are generally satisfied with the experience. Popular features include backlighting, the ability to change font size, and portability. Negative reactions are reported regarding the key issue of readability and screen clarity, the inability to read graphics, the limited availability of content, the lack of interoperability and in some cases the cost.

However, it should be borne in mind that the majority of these studies involve small (often non-random and highly specific) samples and/or surveys with low response rates and thus limitations are imposed on the reliability and generalisability of the findings. Furthermore, some reports lack any description of the composition or size of the sample population and clear analysis of the results. More rigorous research is needed to establish a more accurate picture of user behaviour and usability of e-books. It needs to include detailed quantitative analysis of log files to track what users do with e-books and qualitative in-depth interviews to gain a deep understanding of user behaviour and user needs. Ways of encouraging higher response rates to surveys need to be found to improve validity, and research should aim to include break down by age, educational background,

and degree of familiarity with PCs to give insight into the factors affecting findings.

Conducting and communicating research is vital for libraries that in the near future will be allocating portions of their squeezed budgets to purchase of viewing technology and content. For example, should libraries subscribe to Internet e-book vendors that don't give users the option to print, or will charge them additional fees for this service, when there is still a clear preference amongst some users to do extended reading in this format? Should libraries purchase proprietary reading appliances that may be come obsolete quickly or should they wait until open standards enable books to be downloaded to any device or portable computer?

At the moment viewing technology is a limiting factor but in the future content will become paramount. Currently, the literature indicates that certain genres are successful in electronic form and are replacing their print counterparts. There is confidence that reference and educational materials will prove to be a viable market for e-books. Although some works of fiction now only exist in electronic form, there has been surprisingly little research and market analysis as to how this popular print genre can evolve successfully into a digital format.

Despite much recent media hype, there appears to be only limited take up of e-books by individuals and libraries, and the market is still ill defined. Users and libraries are concerned about issues such as access, preservation, ownership, copyright and fair use, standards, costs, privacy, quantity of available content and bibliographic control. As more libraries venture into e-book lending, the impact these issues have on collection development policies, budget considerations and client service will become increasingly important.

Understanding, (these problems and questions) this country (topic) may help difference for (translation of these words) information about this topic in develop new approaches in analyzing this subject and avoid them.

# Leading countries of Europe

## France, Germany, England

### France



### Information

Over the past 500 years France has been a major power with strong cultural economic military and political influence in Europe and around the world. During the 17<sup>th</sup> and 18<sup>th</sup> centuries France colonized great parts of North America and Southeast Asia during the 19<sup>th</sup> and 20<sup>th</sup> centuries, France built the second largest colonial empire of the time including of North, West and Central Africa.

## **Learning**

### **Vocabulary**

Major power – kata kuch

Culture – madaniyat

Military – harbiy

Influence –

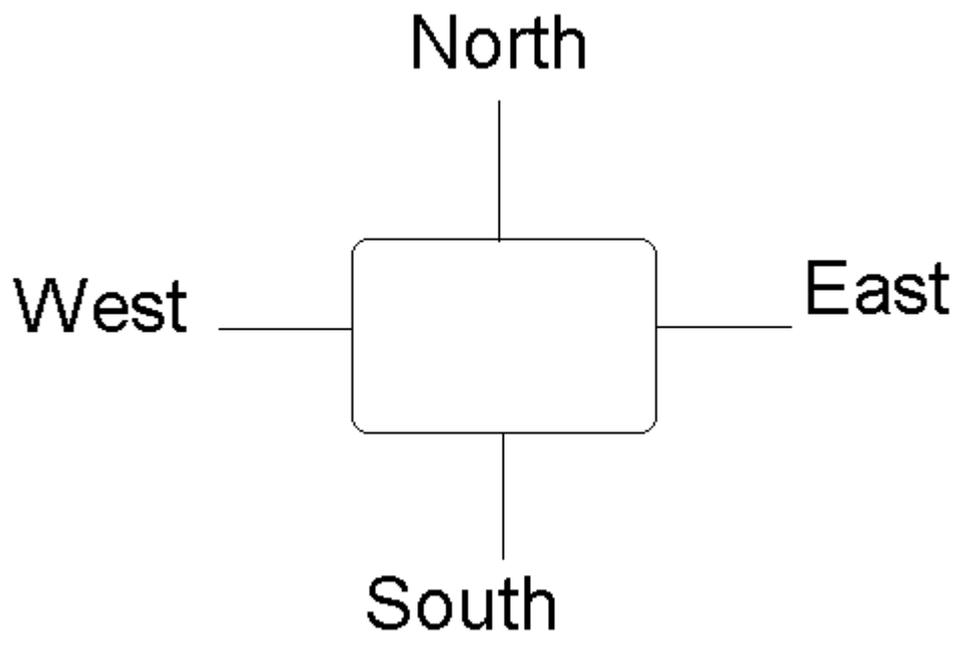
Century – asr

Colonial – mustamlakachilik

Part –

Empire – imperiya





National **Geographic**/Cathedral of Notre Dame, Amiens, **France**.



## **Pre – text**

### **Discussion**

1. Describe France and situation in the map?
2. Which countries France does border on?
3. Have you been in France?
4. Imagine you been in France but you don't know French, what will you do?
5. Tell us about French culture ?

6. What is the capital of France?



## **Reading**

The name “France” comes from Latin *Francia*, which means “country of the Franks”. There are various theories as to the origin of the name of the Franks.

## **Geography**

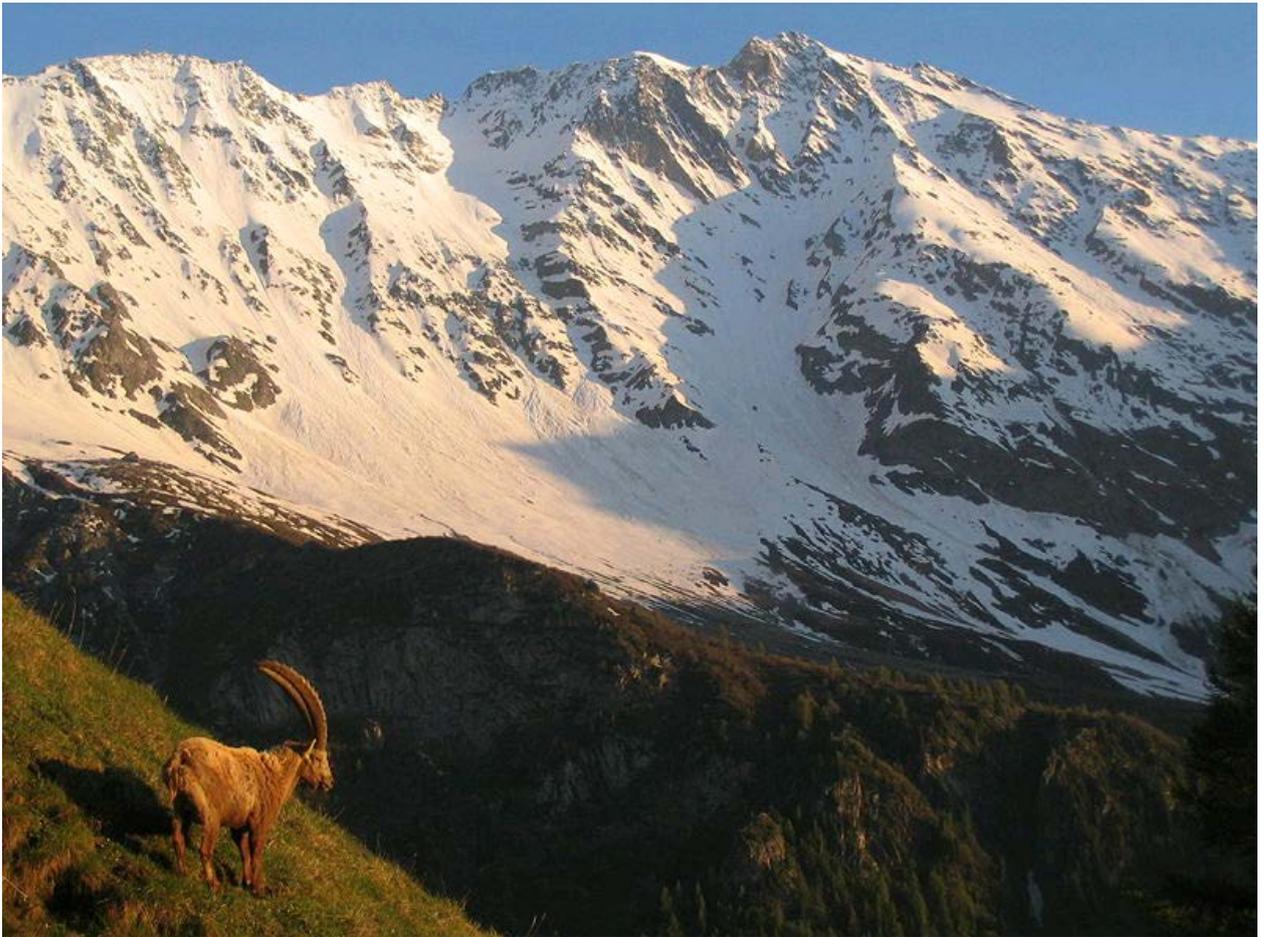
France is the largest western European country and it possesses the second largest exclusive economic zone in the world. There is the English channel between the England and France.

It is situated in western Europe France also has a number of territories in North America, the Caribbean, South America, the Southern Indian ocean the Pacific ocean and Antarctica.

France is not only a beautiful and historic country, It is also rich and powerful. France has great automobile, chemical and steel industries.







## **Government – It is a parliamentary democracy country**

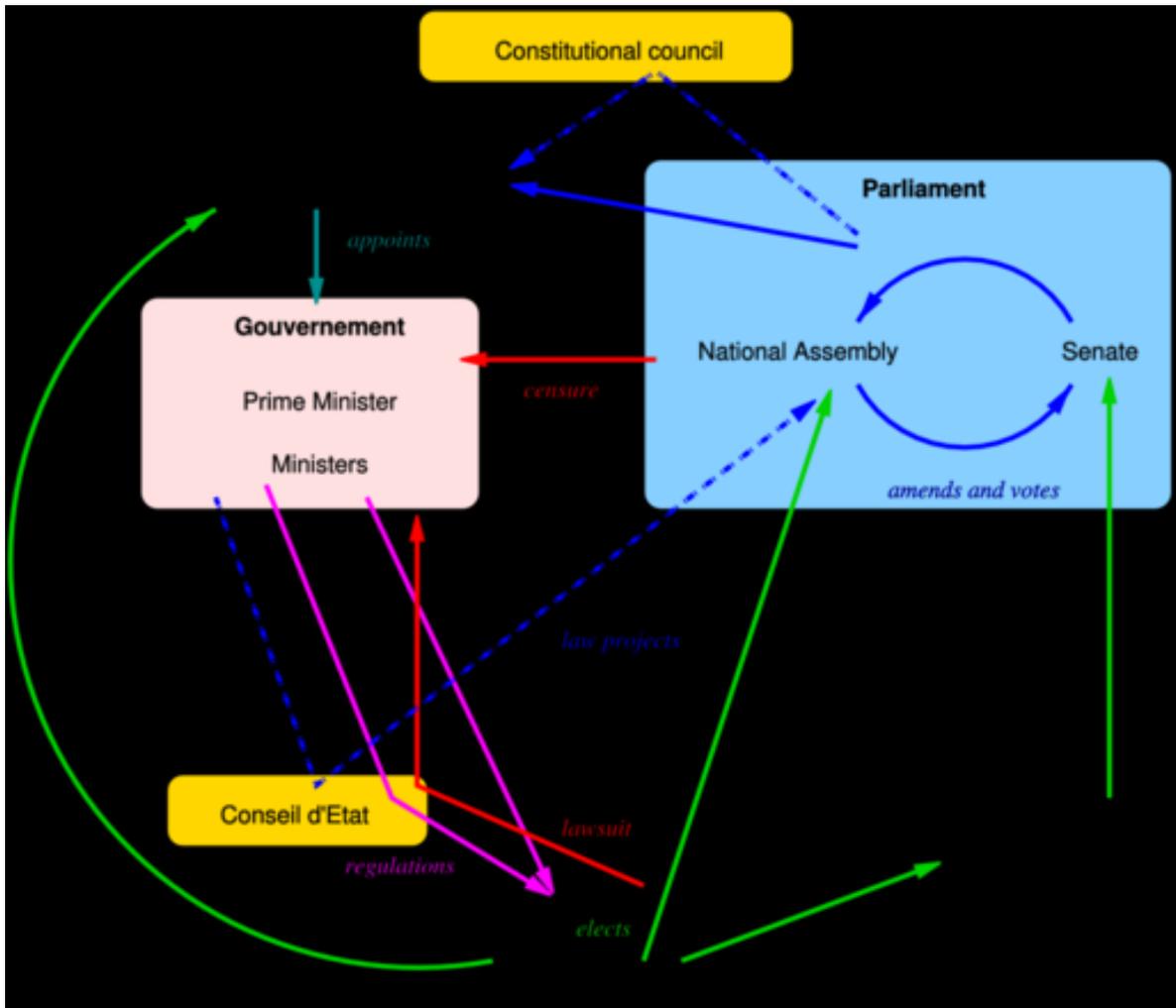
Head of the state – president

About 7 percent of Frances population consists of foreign residents. The largest foreign groups are people from Algeria, Morocco, Tunisia, Italy, Portugal, Spain, Turkey and Indochina.

State language – French

Almost three-fourths of the French people live in cities and towns.

Only about a fourth of the French people live in rural areas. However French traditionally has been an agricultural society.



## Holidays

Most French holidays and festivals are closely connected with the roman Catholic Church There are many museums and art galleries in France.

Museums	Art gallery
Versailles	French literature
Palace of	Rococo
Man	Blaise Pascal
Georges Pompidou	Denis Diderot
National museum	Romantic ART
Museum of modern	Literature ART
Classical museum	Architecture
Culture of France	Azay – le Rideau

## **Climate**

The differences in climate are closely related to the distance of the land from Atlantic Ocean or Mediterranean Sea. The coastal regions there have a rainy climate, hot in summer cold in winter.



## **Full in information about France.**

### **Mountains**

Along the border with Spain, the Pyrenees mountain range stretches. In the Ice Age the Pyrenees were not subjected to strong glaciation. There are no large glaciers and lakes, picturesque valleys and jagged ridges characteristic of the Alps. Due to a considerable height, and difficulty of the passes between Spain and France are very limited. Communication between these countries is supported mainly by the few narrow passages between the mountains and the seas to the west and east.

The Alps form a part of the border with Italy, France and Switzerland (up to Lake Geneva), and partially extend the limits of the south-eastern France up to the Rhone. In the high mountains, rivers developed deep valleys, and glaciers, which occupied these valleys during the glacial epoch, broadened and deepened them. The majestic peaks, such as the highest point in Western Europe, Mont Blanc (4807 m), stand out vividly against the background of glacial valleys. In contrast to the Pyrenees, the Alps have a number of relatively easily accessible passes.

Jura Mountains, which runs along the border with Switzerland, located between Geneva and Basel. They have a folded structure, composed of limestone, lower and less dissected than the Alps, but were formed in the

same era and have a close relationship with the geological Alps. Rhone (812 km, the nickname of the river - "bull") - the deepest river in France, begins in the Swiss Alps from the Rhone glacier, flows through Lake Geneva. Near Lyon, it empties into the river Saone. Other major tributaries - the Durance and the Isere. Has a great water-power and transport value. Provides water of the city, located on the Cote d'Azur. Below navigable tributaries - the River Ain. It also plays an important role in agriculture (used for irrigation).

# Germany

## Reading

Germany is a large country in central Europe 1949-1990, it was divided into the German Democratic Republic and Federal Republic of Germany (West). On 3 October 1990 East and West Germany were united and called the Federal Republic of Germany. It borders with Denmark in the North, Poland and Czech Republic in East, Austria and Switzerland from South of the West with France and Belgium. Major rivers Rhine, Danube, Elbe, Weser, Oder.



## Pre-reading

1. Where is situated Germany?
2. What countries border with Germany?
3. What is the capital of Germany?
4. Why do we call it – Federal Republic of Germany?
5. When was united Germany?
6. What are the major Rivers?



# **Information**

## **Large Cities**

Berlin – 3.433.695

Hamburg – 1.652.363

Munich – 1.299.026

Cologne – 953.551

Frankfurt – 644.865

Essen – 626.973

Dortmund – 599.055

Stuttgart – 579.794

Dusseldorf – 575.794

Bremen – 551.519



## **Government**

Head of state: Federal President

Head of the government: Federal chancellor

Climate: Mild summer, cold winter

Economy: Agriculture

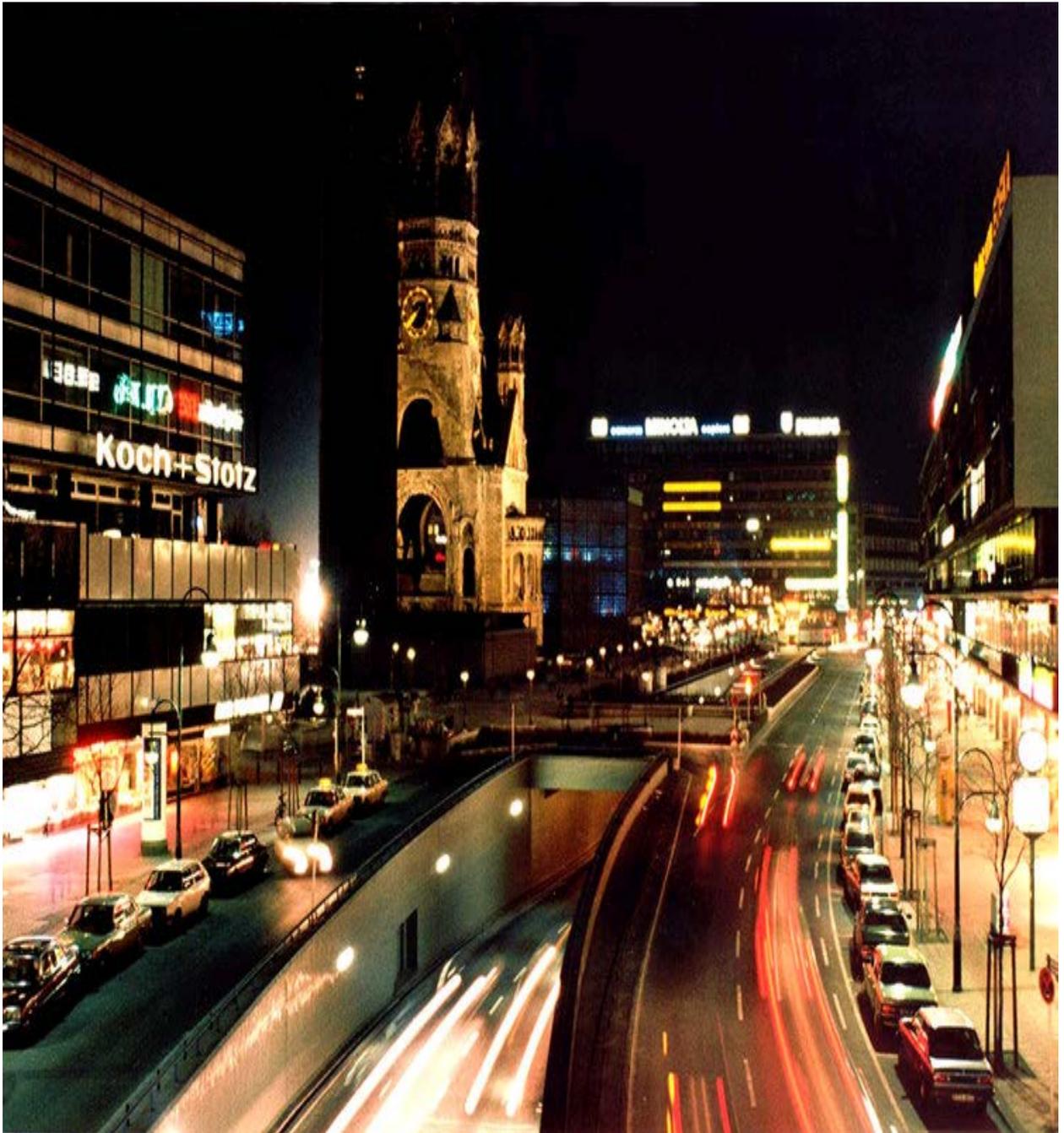
Money: Deutsche mark

Major ethnic: 95 percent Germany 5% other Europeans

Major Religions: 45% Protestant

40% Roman catholic

2% Museum



## People

About 81 million people in Germany

Along all the countries of Europe, only Russia has more people

## Way of Life

People of West Germany had a higher standard of living than the people of East Germany. West Germans generally dressed better were more likely to own cars and had access to more luxury goods.

Government controlled businesses provided jobs and government Regulated prices.

About 6 percent of Germany workers are farmers. they famous for soccer games and beer.

## Food and drink

Germans are known for enjoying good food in large quantities. They usually eat their main meat at noon, a heavy meat often featuring veal pork, beef or chicken, vegetables and fruits.



## **Recreation**

Germans enjoy hiking, gardening, swimming and watching TV.

Many young people take nature.

## **Nature**

Germans hobby is gardening

There are may lakes, rivers and good natures. They like mode flowers.

## **Education**

The German states were among the first in the world to setup a public education system for all children.

Universities: Berlin University Humboldt, Leipzig and others. All children must go to school full-time for at least 9 or 10 starting at age 6.

## **Economy**

Transportation and communication are famous for all over the world.

Automobiles built in Germany are shipped world wide, making motors vehicles one of the nations chief exports.

Germany is the worlds third largest producer of cars.



## **Full information about Germany**

Federal Republic of Germany is located in Central Europe, where agree the most important trade and transportation artery of world importance. It borders with nine countries Denmark, Belgium, the Netherlands, Luxembourg, France, Switzerland, Austria, the Czech Republic and Poland. Area 356,957 square meters. Miles.

The territory of Germany has a great diversity - a combination of flat regions in the north midlands of the central part, which is in the south Germany is gradually transformed into an alpine mountain range. At a relatively small area focused a lot of beautiful and very beautiful landscapes.

The climate is temperate continental Germany, and in the north-temperate sea.

Germany covers a dense network of rivers, the largest of which-Rhine, where the largest inner harbor of Duisburg-Europe - Ruhrort. This river flows into the North Sea, providing a connection to the outside world on favorable terms, so as water transport is very cheap to transport large commodity masses. Among the rivers of Germany stands out as the Main and Danube. The most important waterways of Germany are connected by channels, which makes domestic traffic is very effective. It is an important economic role plays the Kiel Canal, which connects.

### **State system.**

In Germany, the Constitution (Fundamental Law) was adopted in 1949 in the 1949-1976 years. 67 of 146 articles wholly or partially repealed, amended or modified, 34 are included again. Major changes were made considering the rights central government introduced a system of emergency legislation. Head state - a president who is elected for five years by the Federal Assembly, consisting of members of the Bundestag and an equal number of members elected loondtagami (Parliaments) of land. The highest legislative body - the two-chamber Parliament, which consists of the Bundestag and the Bundesrat.

The Bundestag is elected for four years in the 496 deputies. The Bundesrat exercise of land or other persons designated by them.

The executive power is vested in the government headed by the Federal

Chancellor - the central figure of the constitutional machinery of Germany. Government coordinates and supervises the work of all ministries. All lands are own constitution, elected legislature and government in headed by the Prime Minister.

## **The economy of Germany.**

Germany is a member of the leading powers of the capitalist world. With significant economic and scientific-technical potential, it takes third place after USA and Japan in terms of industrial production, is the main exporter of goods and services. After the Second World War, Germany first entered the path of structural transformation of their industry. It was due not only to the needs of scientific and technological progress, development international division of labor, but also the specific factor – split Germany into two independent states, and as a consequence - imbalances in the structure of its economy. In the postwar period, rapid rapidly developing manufacturing industry. Among its industries forward fore industries producing capital goods: chemical and petrochemical industry, mechanical engineering, electrical engineering, aviation, precision mechanics and optics. It is also developing new industries – manufacturing plastics, synthetic fibers, electronic devices. Economic development helped to raise living standards. For 10 years, Germany has overtaken England in terms of industrial production, and ranked second in the capitalist world after the United States. Upon completion of the recovery stage economy in Germany has come the

rise, which lasted until the summer of 1966., and then began noticeable slowdown and the downturn in the economy. In 1966 and 1967.

West German industry has experienced a general crisis of overproduction, output fell by 6%, but an even deeper and prolonged crisis in 1974 was 75 g. that caused the decline of industrial production by 12%. In post-crisis period volatility in the economic development of Germany has increased, problem of raw materials and energy resources more difficult. On 1980. Germany's economy once again experienced a cyclical crisis. The crisis has affected almost all major sectors of industrial production. The rate of growth industry declined from 5.5% in 1979 to 0.3% in 1980. 1982 was watershed in the development of Germany. At the end of the 80s the situation in West German industry has changed for the better. The economy countries are more clearly identified new processes in the accumulation of capital: rapid growth of new industries, upgrade to new technology based on traditional industries. One of the prerequisites for high competitiveness of West German goods is updated products. The concentration of merchandise exports on the products indicates that in 80 years there have been structural changes not only in industry, but also in trade, which is reflected in the structure of merchandise exports of Germany.

Especially strong structural changes occur in the machine-building complex, which is the basis for international specialization and the Federal Republic of Germany has defining the functional significance for the entire economy.

## **Agriculture.**

The development of agriculture of Germany in the postwar period is characterized by transition to industrial production methods; increase the intensity of concentration of production and capital formation agriculture complex. This sector provides a high level of per capita food consumption at a relatively low share of the costs of his cost structure of the population. In the industrial structure of agriculture farming dominates agriculture. The industrialization of agriculture production was carried out with particular intensity in the 50-60s, was prepared an active investment policy and has made agriculture economy in a very capital-intensive sector of the economy. Agriculture of Germany has a high saturation technique. Since the early 80s in rural economy increases the action of intensive factors, which reflects the general tendency to shift the economy to resource the direction of technical progress. One characteristic of the development of agriculture in the Federal Republic of Germany the last decade is the concentration of small displacement Manufacturer. Agro-industrial complex has an important place in the West German economy: it is concentrated fifth amateur population, with up to 80 years was an active labor mobility resources from the agricultural areas in the agricultural sector. State agencies are taking on the a solution to the issues of change in the agrarian structure, lending and Financing of Agriculture, Agricultural Market Regulation products.

# England

## I. Pre-reading

Names	England	Scotland	Wales	Northern Ireland
Area	130.439	78.772	20.768	14.212
Population				
Highest mountain (height)	Scafell Pike 978m	Ben Nevis 1.342m	Snowdon 1.085	Slieve Donard 862m
Largest city	London	Glasgow	Cardiff	Belfast

## **Answer the questions**

1. What do we call the group of Islands situated to the North-West of Europe?
2. What are the names of the biggest Islands?
3. Do the United Kingdom and Great Britain mean the same?
4. What countries are situated on the British Isle?
5. What are their capitals?

## **II. Reading**

### **Vocabulary**

British Isle –

consiston –

different –

continent –

ocean –

gliff –

flow –

soil –

mountain –

border on –

advantage –

## **Word combinations**

To the west (East, North, South).

To keep smth from (cold, heat, bad, influence, etc)

To separate smth from smth

To flow into (the sea, lake, river)

To be of great (little, some, no,)

To give a good supply of owing to the shape (rain, etc)

### III. Speaking

#### The Great Britain's map



### IV. Discussion

1. How many continents do you know?
2. What countries belong to Europe?
3. Do you know their capitals?

4. How many oceans can you count?

What are their names?

5. In what continent do you live and how many countries consist on?

6. Can you tell us some information about your country?

## **English cities**

**1. London**

**2. Bristol**

**3. Manchester**

**4. Glasgow**

**5. City**

**6. Chelsea**

**7. Liverpool**

**8. Bradford**

**9. Southampton**

## 10. Newcastle



### Proper names

The West End

The East End

The Tower of London

Westminster Abbey

Big Ben

Trafalgar Square as

The British museum

Queen Elizabeth

Wellington



## English jokes

Mary's mother was angry with her daughter because. She had bad marks in many subjects. The girl didn't study hard enough. The mother often spoke to Mary about it and the girl always promised to study well. One day Mary came home from school and explained: "I got five" "And what did you get five?" the mother asked happily "In two subjects I got a three in geography and a two in history".





## **Answer the questions**

1. How do the two parts of London differ from each other?
2. What was the Tower of London used for?
3. What is the City?
4. What is Big Ben?
5. What kind of museum is the British museum?

6. What do you know about Hyde Park?

## Gromman Note

### Supply adjectives:

1. ... .. water is warmer than ... .. water
2. The UK ... area is some 94.250 sq mites.
3. There are ... fields in the east of England
4. Lowlands is the ... plain of Scotland

### Supply articles

1. Look at ... map of ... British Isles
2. Do you know what ... two largest islands are called
3. What sea is east of ... GB?
4. Find ... Edinburgh and ... Glasgow



## **Pazzle corner**

### **Finish the sentebees.**

English men live in Enland they speak English

..... in Scotland .....

..... in Ireland .....

..... in Sweden .....

..... in Norway .....

..... in The Usa .....

..... in Spain .....  
..... in Holland .....

## Now lets go about full information British Isle

The **British Isles** are a [group of islands](#) off the northwest coast of [continental Europe](#) that include the islands of [Great Britain](#) and [Ireland](#) and over six thousand smaller isles.<sup>[8]</sup> There are two [sovereign states](#) located on the islands: the [United Kingdom of Great Britain and Northern Ireland](#) (commonly known as the United Kingdom) and the [Republic of Ireland](#) (officially and also known commonly as Ireland).<sup>[9]</sup> The British Isles also include three [dependencies of the British Crown](#): the [Isle of Man](#) and, by tradition, the [Bailiwick of Jersey](#) and the [Bailiwick of Guernsey](#) in the [Channel Islands](#), although the latter are not physically a part of the [archipelago](#).<sup>[10][11]</sup>

The oldest rocks in the group are in the north west of [Scotland](#) and Ireland and are 2,700 [million years old](#). During the [Silurian](#) period the north-western regions [collided](#) with the south-east, which had been part of a separate continental landmass. The topography of the islands is modest in scale by global standards. [Ben Nevis](#) rises to an [elevation](#) of only 1,344 metres (4,409 ft), [Lough Neagh](#), which is notably larger than other lakes on the isles, covers 381 square kilometres (147 sq mi). The climate is [temperate marine](#), with mild winters and warm summers. The [North Atlantic Drift](#) brings significant moisture and raises temperatures 11 °C (20 °F) above the global average for the latitude. This led to a landscape which was long dominated by [temperate rainforest](#), although human activity has since cleared the vast majority of forest cover. The region was re-inhabited after the [last glacial period](#) of [Quaternary glaciation](#), by 12,000 BC in Great Britain and 8000 BC in Ireland. At that time, Great Britain was a [peninsula of the European continent](#) from which Ireland had become separated to form an island.

[Scoti](#) (Ireland), [Pictish](#) (northern Britain) and [Brythons](#) (southern Britain) tribes inhabited the islands at the beginning of the 1st millennium AD. Much of Brythonic-controlled Britain was [conquered](#)

by the [Roman Empire](#) from AD 43. The first [Anglo-Saxons](#) arrived as Roman power waned in the 5th century and eventually dominated the bulk of what is now England.<sup>[12]</sup> [Viking](#) invasions began in the 9th century, followed by more permanent settlements and political change—particularly in England. The subsequent [Norman](#) conquest of England in 1066 and the later [Angevin](#) partial conquest of Ireland from 1169 led to the imposition of a new Norman ruling elite across much of Britain and parts of Ireland. By the [Late Middle Ages](#), Great Britain was separated into the Kingdoms of [England](#) and [Scotland](#), while control in Ireland fluxed between [Gaelic kingdoms](#), [Hiberno-Norman lords](#) and the English-dominated [Lordship of Ireland](#), soon restricted only to [The Pale](#). The 1603 [Union of the Crowns](#), [Acts of Union 1707](#) and [Acts of Union 1800](#) attempted to consolidate Britain and Ireland into a single political unit, the [United Kingdom](#), with the Isle of Man and the Channel Islands remaining as [Crown Dependencies](#). The expansion of the [British Empire](#) and migrations following the [Irish Famine](#) and [Highland Clearances](#) resulted in the distribution of the islands' population and culture throughout the world and a rapid de-population of Ireland in the second half of the 19th century. Most of Ireland seceded from the United Kingdom after the [Irish War of Independence](#) and the subsequent [Anglo-Irish Treaty](#) (1919–1922), with six counties remaining in the UK as [Northern Ireland](#).

The term *British Isles* is [controversial](#) in Ireland,<sup>[8][13]</sup> where there are objections to its usage due to the association of the word *British* with Ireland.<sup>[14]</sup> The [Government of Ireland](#) does not use the term<sup>[15]</sup> and its embassy in London discourages its use.<sup>[16]</sup> As a result, *Britain and Ireland* is becoming a preferred description,<sup>[14][17][18]</sup> and *Atlantic Archipelago* is increasingly favoured in academia,<sup>[19][20][21][22]</sup> although *British Isles* is still commonly employed.

The earliest known references to the islands as a group appeared in the writings of sea-farers from the [ancient Greek](#) colony of [Massalia](#).<sup>[23][24]</sup> The original records have been lost; however, later writings that quoted from the [Massaliote Periplus](#) (6th century BC) and [Pytheas's](#) *On the Ocean* ([circa](#) 325–320 BC)<sup>[25]</sup> have survived. In the 1st century BC, [Diodorus](#) used the Latin form, Πρεττανία (*Prettania*) from Πρεττανική (*Prettanike*),<sup>[24]</sup> [Strabo](#) used Βρεττανία (*Brettania*), and [Marcian of Heraclea](#), in his *Periplus maris exteri*, used αἱ Πρεττανικαὶ νῆσοι (*the*

*Prettanic Isles*) to refer to the islands. Historians today, though not in absolute agreement, largely agree that these Greek and Latin names were probably drawn from native [Celtic-language](#) names for the archipelago.<sup>[26]</sup> Along these lines, the inhabitants of the islands of *Pretanike* were called the Πρεττανοί (*Priteni* or *Pretani*).<sup>[24][27]</sup> The shift from the "P" of *Pretannia* to the "B" of *Britannia* by the Romans occurred during the time of [Julius Caesar](#).<sup>[28]</sup>

The classical writer, Ptolemy, referred to the larger island as *Great Britain* (*Megale Britannia*) and to Ireland as *Little Britain* (*Mikra Brettania*) in his work, [Almagest](#) (147–148 AD). In his later work, [Geography](#) (c. 150 AD), he gave these islands the names [Albion](#), [Iwernia](#), and *Mona* (the Isle of Man), suggesting these may have been native names of the individual islands not known to him at the time of writing *Almagest*.<sup>[29]</sup> The name *Albion* appears to have fallen out of use sometime after the [Roman conquest of Great Britain](#), after which *Britain* became the more common-place name for the island called Great Britain. *Great Britain* would return to use a millennium later, in the Middle Ages. At that time, it was used to distinguish the island of Britain from the peninsula of [Brittany](#), in northern-western France that had been settled by [Britons](#), which was confusingly similar to the medieval writers. *Great Britain* and *Britain* later became synonymous with the [Kingdom of Great Britain](#) and the [United Kingdom](#).

The earliest known use of the phrase *Brytish Iles* in the English language is dated 1577 in a work by [John Dee](#).<sup>[30]</sup> Today, this name is seen by some as carrying imperialist overtones<sup>[17]</sup> although it is still commonly used. Other names used to describe the islands aside from *British Isles*, include the [Anglo-Celtic Isles](#),<sup>[31][32]</sup> *British-Irish Isles*,<sup>[33]</sup> *Britain and Ireland*, *UK and Ireland*, and *British Isles and Ireland*.<sup>[34]</sup> Owing to political and national associations with the word *British*, the Government of Ireland does not use the term *British Isles*<sup>[15]</sup> and its embassy in London discourages its use.<sup>[35]</sup> In documents drawn up jointly between the British and Irish governments, the archipelago is referred to simply as "these islands".<sup>[36]</sup>

Some publishers' style guides, such as the [Economic History Society's](#) and the Guardian newspaper's, suggest that use of the term *British Isles* should be avoided<sup>[37]</sup> and, in early 2008, it was reported that [National Geographic](#) said it would use the wording *British and Irish Isles*

instead.<sup>[38]</sup> In 2006, [Folens](#), an Irish publisher of school text books, decided to stop using the term in Ireland<sup>[39][40]</sup> and in 2001 the rugby union team the *British Isles* (or *British Lions*) was renamed the [British and Irish Lions](#). The term "British" and "British Isles" as applied to Irish people and Ireland respectively are becoming more widely accepted as sectarian and offensive to Irish people and counter-productive to the process of reconciliation between the two countries after a long and troubled history between the two islands.

The British Isles lie at the juncture of several regions with past episodes of [tectonic](#) mountain building. These [orogenic belts](#) form a complex geology which records a huge and varied span of earth history.<sup>[41]</sup> Of particular note was the [Caledonian Orogeny](#) during the [Ordovician Period](#), c. 488–444 [Ma](#) and early [Silurian](#) period, when the [craton Baltica](#) collided with the [terrane Avalonia](#) to form the mountains and hills in northern Britain and Ireland. Baltica formed roughly the north western half of Ireland and Scotland. Further collisions caused the [Variscan orogeny](#) in the [Devonian](#) and [Carboniferous](#) periods, forming the hills of [Munster](#), south-west England, and south Wales. Over the last 500 million years the land which forms the islands has drifted northwest from around 30°S, crossing the [equator](#) around 370 million years ago to reach its present northern latitude.<sup>[42]</sup>

The islands have been shaped by numerous glaciations during the [Quaternary Period](#), the most recent being the [Devensian](#).<sup>[citation needed]</sup> As this ended, the central [Irish Sea](#) was de-glaciated and the [English Channel](#) flooded, with sea levels rising to current levels some 4,000 to 5,000 years ago, leaving the British Isles in their current form. Whether or not there was a land bridge between Great Britain and Ireland at this time is somewhat disputed, though there was certainly a single ice sheet covering the entire sea.

The west coasts of Ireland and Scotland that directly face the Atlantic Ocean are generally characterised by long [peninsulas](#), and headlands and bays; the internal and eastern coasts are "smoother".

There are about [136 permanently inhabited islands](#) in the group, the largest two being Great Britain and Ireland. Great Britain is to the east and covers 216,777 km<sup>2</sup> (83,698 sq mi),<sup>[citation needed]</sup> over half of the total landmass of the group. Ireland is to the west and covers 84,406 km<sup>2</sup>

(32,589 sq mi).<sup>[citation needed]</sup> The largest of the other islands are to be found in the [Hebrides](#), [Orkney](#) and [Shetland](#) to the north, [Anglesey](#) and the Isle of Man between Great Britain and Ireland, and the [Channel Islands](#) near the coast of France.

The islands are at relatively low altitudes, with central Ireland and southern Great Britain particularly low lying: the lowest point in the islands is [Holme, Cambridgeshire](#) at  $-2.75$  m ( $-9.02$  ft).<sup>[43]</sup> The [Scottish Highlands](#) in the northern part of Great Britain are mountainous, with [Ben Nevis](#) being the highest point on the islands at  $1,343$  m ( $4,406$  ft).<sup>[44]</sup> Other mountainous areas include Wales and parts of Ireland, however only seven peaks in these areas reach above  $1,000$  m ( $3,281$  ft). Lakes on the islands are generally not large, although [Lough Neagh](#) in Northern Ireland is an exception, covering  $381$  square kilometres ( $147$  sq mi).<sup>[citation needed]</sup> The largest freshwater body in Great Britain (by area) is [Loch Lomond](#) at  $71.1$  square kilometres ( $27$  sq mi), and [Loch Ness](#), by volume whilst [Loch Morar](#) is the deepest freshwater body in the British Isles, with a maximum depth of  $1,017$  ft ( $310$  m).<sup>[45]</sup> There are a number of major rivers within the British Isles. The longest is the [Shannon](#) in Ireland at  $360.5$  km ( $224$  mi).<sup>[citation needed]</sup> The river [Severn](#) at  $354$  km ( $220$  mi)<sup>[citation needed]</sup> is the longest in Great Britain. The isles have a [temperate marine climate](#). The [North Atlantic Drift](#) ("Gulf Stream") which flows from the [Gulf of Mexico](#) brings with it significant moisture and raises temperatures  $11$  °C ( $20$  °F) above the global average for the islands' latitudes.<sup>[46]</sup> Winters are cool and wet, with summers mild and also wet. Most Atlantic [depressions](#) pass to the north of the islands, combined with the general [westerly circulation](#) and interactions with the landmass, this imposes an east-west variation in climate.

The islands enjoy a mild climate and varied [soils](#), giving rise to a diverse pattern of [vegetation](#). Animal and plant life in the archipelago is similar to that of the northwestern [European continent](#). However, there are few numbers of [species](#) with Ireland having even less. All native [flora](#) and [fauna](#) in Ireland, for example, is made up of species that migrated from the elsewhere in Europe, and Great Britain in particular. However, the only window during which this could occur was between the end of [the last Ice Age](#) (about  $12,000$  years ago) and when the land bridge connecting the two islands was flooded by sea (about  $8,000$  years ago).

As with most of Europe, prehistoric Britain and Ireland were covered with forest and swamp. Clearing began around 6000 BC and accelerated in medieval times. Despite this, Britain retained its primeval forests longer than most of the mainland due to a small population and later development of trade and industry and wood shortages were not a problem until the 17th century. By the 18th century, most of Britain's forests were consumed for shipbuilding or manufacturing charcoal and the nation was forced to import lumber from Scandinavia, North America, and the Baltic. Most forest land in Ireland are maintained by state [forestation programmes](#). Almost all land outside of urban areas is [farmland](#). However, relatively large areas of forest remain in east and north Scotland and in southeast England. [Oak](#), [elm](#), [ash](#) and [beech](#) are amongst the most common trees in England. In Scotland, [pine](#) and [birch](#) are most common. Natural forests in Ireland are mainly oak, ash, [wych elm](#), birch and pine. Beech and [lime](#), though not native to Ireland, are also common there. Farmland hosts a variety of semi-natural vegetation of [grasses](#) and flowering plants. Woods, [hedgerows](#), mountain slopes and [marshes](#) host [heather](#), wild grasses, [gorse](#) and [bracken](#).

Larger animals, such as [wolf](#), bear and [reindeer](#) are today extinct. However, some species such as [red deer](#) are protected. Other small mammals, such as [rabbits](#), [foxes](#), [badgers](#), [hares](#), [hedgehogs](#), and [stoats](#), are very common. [Wild boars](#) have also been reintroduced to parts of southern England, following escapes from boar farms and illegal releases. Many rivers contain [otters](#) and [seals](#) are common on coasts. Over 200 species of bird reside permanently on the islands and another 200 migrate to them. Common types are the [chaffinch](#), [blackbird](#), [sparrow](#) and [starling](#), all small birds. Large birds are declining in number, except for those kept for game such as [pheasant](#), [partridge](#), and [red grouse](#). Fish are abundant in the rivers and lakes of the islands, in particular [salmon](#), [trout](#), [perch](#) and [pike](#). [Dogfish](#), [cod](#), [sole](#), [pollock](#) and [bass](#) are among the sea fish as well as [mussels](#), crab and [oysters](#) on the coastline. There are more than 21,000 species of insects found on the islands.

Neither Great Britain nor Ireland are inhabited by many [reptiles](#) or [amphibians](#). Only three [snakes](#) are native to Great Britain: the [common European adder](#), the [grass snake](#) and the [smooth snake](#);<sup>[48]</sup> none are native to Ireland. In general, Great Britain has slightly more variation

and native wild life, with [weasels](#), [polecats](#), [wildcats](#), most [shrews](#), [moles](#), the [water voles](#), [roe deer](#) and [common toads](#) also being absent in Ireland. This patterns in true also for birds and insects. However, notable reversals of this theme include the [Kerry slug](#) and certain species of [wood lice](#), which are native to Ireland but not found on Great Britain.

Domestic animals native to the islands include the [Connemara pony](#), [Shetland pony](#), [Irish wolfhound](#) and several types of cattle and sheep.

The demographics of the British Isles today are characterised by a generally high density of population in England, which accounts for almost 80% of the total population of the islands. In elsewhere on Great Britain and on Ireland, high density of population is limited to areas around, or close to, a few large cities. The largest urban area by far is the [London metropolitan area](#) with 12–14 million inhabitants. Other major populations centres include [Greater Manchester Urban Area](#) (2.5 million), [West Midlands conurbation](#) (2.3 million), [West Yorkshire Urban Area](#) (2.1 million) in England, [Greater Glasgow](#) (1.7 million) in Scotland and [Greater Dublin Area](#) (1.6 million) in Ireland.

The population of England rose rapidly during the 19th and 20th centuries whereas the populations of Scotland and Wales have shown little increase during the 20th century, with the population of Scotland remaining unchanged since 1951. Ireland for most of its history comprised a population proportionate to its land area (about one third of the total population). However, since the [Great Irish Famine](#), the population of Ireland has fallen to less than one tenth of the population of the British Isles. The famine, which caused a century-long population decline, drastically reduced the Irish population and permanently altered the demographic make-up of the British Isles. On a global scale, this disaster led to the creation of an [Irish diaspora](#) that numbers fifteen times the current population of the island.

The linguistic heritage of the British Isles is rich,<sup>[49]</sup> with twelve [languages](#) from six groups across four branches of the [Indo-European family](#). The [Insular Celtic languages](#) of the [Goidelic](#) sub-group ([Irish](#), [Manx](#) and [Scottish Gaelic](#)) and the [Brythonic](#) sub-group ([Cornish](#), [Welsh](#) and [Breton](#), spoken in [north-western France](#)) are the only remaining [Celtic languages](#)—the last of their continental relations becoming extinct before the 7th century.<sup>[50]</sup> The [Norman languages](#) of [Guernésiais](#), [Jèrriais](#)

and [Sarkese](#) spoken in the Channel Islands are similar to French. A [cant](#), called [Shelta](#), is a language spoken by [Irish Travellers](#), often as a means to conceal meaning from those outside the group.<sup>[51]</sup> However, English, sometimes in the form of [Scots](#), is the dominant language, with few monoglots remaining in the other languages of the region.<sup>[52]</sup> The [Norn language](#) of [Orkney](#) and [Shetland](#) became extinct around 1880.

There are two [sovereign states](#) in the isles: Ireland and the [United Kingdom of Great Britain and Northern Ireland](#). Ireland, sometimes called *the Republic of Ireland*, governs five sixths of the island of Ireland, with the remainder of the island forming [Northern Ireland](#). Northern Ireland is a part of the United Kingdom of Great Britain and Northern Ireland, usually shortened to simply *the United Kingdom*, which governs the remainder of the archipelago with the exception of the [Isle of Man](#) and the [Channel Islands](#). The Isle of Man and the two states of the Channel Islands, the [Jersey](#) and the [Guernsey](#), are known as the [Crown Dependencies](#). They exercise constitutional rights of self-government and judicial independence;<sup>[54]</sup> responsibility for international representation rests largely upon the UK (in consultation with the respective governments); and responsibility for defence is reserved by the UK. The United Kingdom is made up of four [constituent parts](#): England, Scotland and Wales, forming Great Britain, and [Northern Ireland](#) in the north-east of the island of Ireland. Of these, Scotland, Wales and Northern Ireland have "[devolved](#)" governments meaning that they have their own parliaments/assemblies and are self-governing with respect to certain areas set down by law. For [judicial](#) purposes, Scotland, Northern Ireland and [England and Wales](#) (the latter being one entity) form separate legal jurisdiction, with there being no single law for the UK as a whole.

All of the states in the isles are [parliamentary democracies](#) with their own separate parliaments. All parts of the United Kingdom return [members](#) to [parliament in London](#). In addition to this, voters in Scotland, Wales and Northern Ireland return members to a [parliament in Edinburgh](#) and to assemblies in [Cardiff](#) and [Belfast](#) respectively. Governance in the norm is by majority rule, however, Northern Ireland uses a system of [power sharing](#) whereby [unionists](#) and [nationalists](#) share executive posts proportionately and where the assent of both groups are required for the [Northern Ireland Assembly](#) to make certain decisions.

(In the context of Northern Ireland, unionists are those who want Northern Ireland to remain a part of the United Kingdom and nationalists are those who want Northern Ireland join with the rest of Ireland.) The [British monarch](#) is the head of state for all parts of the isles except for the Republic of Ireland, where the head of state is the [President of Ireland](#).

Ireland and the United Kingdom are part of the European Union (EU). The Crown Dependencies are not a part of the European Union but have certain limited privileges and obligations that were negotiated as a part of the UK's accession to the EU.<sup>[54][55][56]</sup> Neither the United Kingdom or Ireland area part of the [Schengen area](#), that allow passport-free travel between EU members states. However, since the [partition of Ireland](#), an informal free-travel area had existed across the region. In 1997, this area required formal recognition during the course of negotiations for the [Amsterdam Treaty](#) of the European Union and is now known as the [Common Travel Area](#).

Reciprocal arrangements allow British and Irish citizens to full voting rights in the two states. Exceptions to this are presidential elections and [constitutional referendums](#) in the Republic of Ireland, for which there is no comparable franchise in the other states. In the United Kingdom, these pre-date European Union law, and in both jurisdictions go further than that required by European Union law. Other EU nationals may only vote in local and European Parliament elections while resident in either the UK or Ireland. In 2008, a [UK Ministry of Justice](#) report investigating how to strengthen the British sense of citizenship proposed to end this arrangement arguing that, "the right to vote is one of the hallmarks of the political status of citizens; it is not a means of expressing closeness between countries."

## **Information Recourses**

1. Get in Touch – M. Fried 2007
2. Keep in Touch – G. Bakiva 2007
3. Stay in Touch G. Bakiva 2007

4. Touch the Future G. Bakiva 2008
5. O'quv uslubiy majmua – 2011
6. Oxford dictionary – 2007
7. Teacher's Companion (newspapers)

Internet Recourses www.

New methods of teaching

structure of E – book

E – book in modern English

Objectives of the E – book

General information about E – book

Distance education of E – book

Distance learning of E – book

The Role of E – textbook in modern education

E – Textbook – for real this time

Computer – assisted language learning CALL

Geographical names of the countries.